UNIVERSITY OF COLOGNE

Master of Science in
Biochemistry and Molecular Medicine

Examination Committee

Prof. Dr. Ulrich Baumann
Chairman

Module MN-BC-MT – Master Thesis Module

Master's Thesis Evaluation

Thesis title:

Name of student:

Name of reviewer:

The evaluation process has three steps:
***(1)** You grade each component of the thesis in the tables.*
***(2)** You write a short statement on main reasons for your grades.*
***(3)** You give an overall grade.*

1. Thesis component grading
(Just check boxes, no numbers. See pp 3, 4 for detailed evaluation criteria.)

A. Content and Organization	***very good***	***good***	***satisfactory***	***sufficient***	***failed***
Abstract	○	○	○	○	○
Introduction	○	○	○	○	○
Material and Methods	○	○	○	○	○
Results	○	○	○	○	○
Discussion	○	○	○	○	○
Figures and Tables	○	○	○	○	○
References	○	○	○	○	○
Structure and Language Style	○	○	○	○	○

B. Intellectual Quality	***very good***	***good***	***satisfactory***	***sufficient***	***failed***
Intellectual Quality	○	○	○	○	○
Scientific Value	○	○	○	○	○

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C. Performance	***very good***	***good***	***satisfactory***	***sufficient***	***failed***
Lab work / Comput. Analysis Work	○	○	○	○	○
Independence	○	○	○	○	○
Intellectual Contribution	○	○	○	○	○

2. Short statement on main reasons for your overall grading.
Please avoid extensive summary of thesis content. Please explain weighting/importance of specific components. Write in English or German, max. 32 lines.

3. Overall grade[1]:

The overall grade is not an average of the component evaluations but depends on the weighting of the different components by the reviewer.

Date

Signature of Reviewer
Use digital signature or print out and sign

[1] possible grades: 1,0; 1,1;....3,8; 3,9; 4,0; 5,0

Grading scale:

1.0 – 1.5 (very good) 1.6 – 2.5 (good) 2.6 – 3.5 (satisfactory) 3.6 – 4.0 (sufficient) 5 (failed)

Please send this to:

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Appendix - Evaluation Criteria

A. Content and Organization

Abstract
- Are the main purpose or objective and hypothesis stated?
- Are the main results summarized?
- Are the major points from the discussion/conclusion summarized?

Introduction
- Is the structure logical and properly ordered? Is the problem or issue identified?
- Is the necessary background information (i.e., relevant literature) provided?
- Is the statement of purpose and/or hypothesis well explained?

Material and Methods
- Are materials and methods sufficiently described and all necessary references provided to allow independent replication of the experiments?

Results
- Are the questions that are addressed clearly stated? Are experimental and/or methodological approaches addressed?
- Are the results presented in logical order?
- Are the results supported by meaningful figures or tables and all necessary details described?
- Are the numbers of independent experiments sufficient to support conclusions, and (if applicable) were the necessary statistical tests performed?

Discussion
- Are the main results stated and then discussed point by point?
- Are discussion statements not mere repetitions of the introduction and/or results?
- Is the interpretation of results supported by data and (if relevant) are methodological constraints and problems critically discussed?
- Are results compared to the relevant literature and/or theory?
- Are conclusions drawn and an outlook given?

Figures and Tables
- Are figures logically composed, self-explanatory, and properly labeled?
- Are the titles and legends/footnotes of the figures and tables self-explanatory and clear?
- Are all tables and figures adequately numbered and introduced within the text?

References
- Is the reference list complete and properly formatted?

Structure, style and language
- Is the thesis properly structured and contains all necessary chapters, incl. cover page and declaration of independence?
- Is the writing concise and clear, are the spelling and grammar correct, and is the scientific language and terminology adequate?

B. Intellectual Quality

Intellectual quality
- Did the student appear to comprehend the intellectual framework of her or his thesis project?
- Did the student appear to understand the implications of his or her conclusions and statements?
- Did the student articulate general implications beyond the scope of the Thesis?

Scientific value
- Are the results of the thesis of especial scientific value?
- Are the results of the thesis an important basis for follow up experiments?

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C. Performance

Lab work / Computational analysis work

- Did the student document experimental procedures and/or computational work and/or field work and the results of that work accurately?
- Did the student perform her or his experimental work efficiently?
- Were the practical skills and troubleshooting abilities of the student adequate?
- Did the student observe safety procedures adequately?

Independence

- Did the student perform experiments independently after adequate instruction?
- Did the student plan experiments independently after adequate instruction?
- Did the student develop an efficient daily routine?
- Did the student propose or perform additional experiments independently or did she/he merely wait for instructions?
- Did the student propose improvements or modifications of the experimental design?

Intellectual contributions

- Did the student produce valuable ideas and contribute intellectually to solving scientific problems?

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